

School Counsellors' and Students' Perceptions of the Benefits of School Guidance and Counselling Services in Zimbabwean Secondary Schools

Regis Chireshe

*College of Education, Department of Further Teacher Education, University of South Africa,
P.O.Box 392, Unisa 0003, South Africa
E-mail: chireshe@yahoo.co.uk, chirer@unisa.ac.za*

KEYWORDS Guidance Counselling Effectiveness. High School. Student Needs. Guidance Counsellor. Zimbabwe

ABSTRACT The study sought to establish the benefits of school guidance and counselling (SGC) services in Zimbabwean secondary schools as perceived by students and school counsellors. The study is a part of a larger study on an assessment of the effectiveness of school guidance and counselling services in Zimbabwean secondary schools. The survey design was used in this study. The sample comprised of 950 participants of which three hundred and fourteen (165 males and 149 females) were school counsellors while 636 (314 boys and 322 girls) were students. Data were collected using questionnaires in this study. The SAS/SAT statistical package version 9.1 was used to analyze the data. The analysis included tabulation and computation of chi-square test, frequencies, percentages and ratios. The study found that both school counsellors and students believed that the services resulted in personal-social, career and vocational benefits. Overall, both school counsellors and students rated the Zimbabwean SGC services fairly.

INTRODUCTION

Guidance and counselling is a professional field which has a broad range of activities and services aimed at assisting individuals to understand themselves, their problems, their school environment and their world (Egbochuku 2008; Oniye and Alawane 2008; Eyo et al. 2010; Lunenburg 2010). Oniye and Alawane (2008) add the development of effective study habits in relation to how one can utilise his/her assets and manage his/her abilities for optimal development as an essential service of guidance and counselling services. In relation to the above, Idowu (1990) views guidance and counselling as a process of planned intervention within a school system by which the total development of students are stimulated in areas relating to their personal, social, career, emotional and academic concerns.

School guidance and counselling programmes have therefore been introduced to assist students overcome the number of challenges they experience at home and at school. Nziramasanga (1999) states that because of many pressures imposed on the family, parents tend to have little time with their children to give them the necessary guidance. The parents expect the school to provide solutions to the indiscipline in secondary schools caused by their children. UNESCO (2002:2) adds that "African adults have become more concerned with earning money and are less occupied with many traditional practices that formerly

contributed to the upbringing of young people". Rapid sociological changes emanating from modernisation and urbanisation stress students. UNESCO (2009) states that migration and urbanization have resulted in a sense of isolation among the youth who have lost traditional family social networks. There is also an increase in the divorce rate and in the number of single-parent families all over the world which is also a stress factor for students (Yuk Yee and Brennan 2004). Gora et al. (1992:13) state that the increase in "diverse student problems and the current economic situation have made the need for effective counselling services even more critical than in the past". Mapfumo (2001) adds that students experience immense psychological pressures in today's world, while UNESCO (2002) argues that the HIV/AIDS pandemic has made millions of students into orphans with uncertain future. Orphanhood in turn leads to poverty (Tladi 2006). Thus, besides academic problems of failure and dropout from schools, students face numerous psycho-social, vocational and personal-social problems (Eyo et al. 2010). In other words, the growing number of social, economic and family problems has resulted in an increased need for School Guidance and Counselling services, hereafter referred to as SGC services. For example, Paisley (2001) calls for SGC services to be restructured so that they become responsive to the existing social, economic and political realities within today's complex and diverse society.

Anwana (1984) and Abiri (1996) cited by Eyo et al. (2010) argue that society may not be plagued by a band/group of disgruntled, frustrated and unrealistic individuals, if adequate school guidance and counselling services are provided.

Before independence in 1980, Zimbabwe had no structured SGC services for African children in the then Rhodesia (Masvaure cited by Urombo 1999). The services were only available in the former White, Indian and Coloured schools. The development of SGC services in Zimbabwe reflected the same racial segregation in the whole social system of Rhodesia. Mapfumo (2001) argues that the only SGC services for blacks were provided by missionaries in mission schools and the 'public-spirited' members who took it upon themselves to provide informal advice to the students.

The massive expansion in secondary school education soon after 1980 in Zimbabwe necessitated the introduction of the SGC services as supportive services to students. Ndanga's (1994) view that an increase in awareness in the range of individual differences in intelligence, interests, motivation and needs as a result of the expansion in Zimbabwean education resulted in the introduction of SGC services is shared by Yuk Yee and Brennan (2004) with regard to the introduction of SGC services in Hong Kong. The establishment of the Schools Psychological Services (SPS) within the Zimbabwe Ministry of Education, Sport and Culture in 1983 provided a platform that responded to the personal, educational and career needs of students in schools. Like in Britain (Taylor 1971), Botswana (Navin 1989), Zambia (UNESCO 1998) and America (Paisey and McMahon 2001), the guidance and counselling services were introduced in all Zimbabwean secondary schools in an attempt to respond to the needs of students, which include academic, career, social and personal needs.

A number of studies have been carried out internationally on the benefits of SGC services. The benefits include enhancing student performance, reducing student dropout rates, preparing students for the world of work and life, creating a safe school environment (Okey et al. 1993; Lapan et al. 1997; Otwell and Mullis 1997; Maluwa-Banda 1998; Hartman 1999; Lapan 2001; Lapan et al. 2003; Lonborg and Bowen 2004). To the best knowledge of the researcher, no Zimbabwean research has been carried out on a large scale on the perceived benefits of SGC

services since its inception in 1987. For example, Badza (2005) looked at pupils' and teachers' perceptions of the effectiveness of guidance and counselling in Mwenezi East district secondary schools, Chivonivoni (2006) investigated the state of school guidance and counselling in Chiredzi North and Maturure (2004) looked at the problems faced by school counsellors in implementing the guidance and counselling programme in Masvingo district.

Goals of the Study

This study sought to establish the perceived benefits of the Zimbabwean SGC services by school counsellors and students. Specifically, the study addressed the following question: What do school counsellors and students perceive as the benefits of the school guidance and counselling services in Zimbabwean secondary schools? As already mentioned in the abstract, the study is a part of a larger study on an assessment of the effectiveness of school guidance and counselling services in Zimbabwean secondary schools (Chireshe 2006).

METHOD

Design

A survey design, which was mainly quantitative in nature, was used for this study. The survey design is usually appropriate where researchers seek the opinion of participants (David and Sutton 2004) with the aim of describing the nature of existing phenomenon (Cohen et al. 2000). The present study sought to establish the perceived benefits of school guidance and counselling services hence the suitability of the design.

Sample

The sample consisted of 314 secondary school counsellors (165 males and 149 females) and 636 secondary school students (314 boys and 322 girls) drawn from 93 secondary schools. The sample was drawn from three conveniently selected educational provinces (Manicaland, Masvingo and Midlands) that were near to the researcher. In convenient sampling, participants are selected on the basis of easy availability or access (David and Sutton 2004; McMillan and Schumacher 2006). Schools were randomly se-

lected from the conveniently selected three provinces. School counsellors from the randomly selected schools participated in the study while students were systematically sampled from form and gender strata.

Instruments

The study used questionnaires which consisted mainly of closed items. Questionnaires are normally used in survey designs (Cohen et al. 2000). There was a questionnaire for the school counsellors and another one for the students. The reliability of the instruments was established through a test-re-test procedure with 10 school counsellors and 15 students. The results of the test-re-test scores showed a Pearson correlation of 0.85 for the school counsellors' questionnaire and 0.89 for the students' questionnaire reflecting that the instruments were highly reliable.

Data Collection

The researcher posted the questionnaire for school counsellors to school counsellors who were not within his easy reach and personally administered the questionnaire to school counsellors who were within his easy reach. The researcher visited the randomly selected schools making up the student sample to personally administer the questionnaire for students.

Data Analysis

The SAS/STAT statistical package, version 9.1 was used to analyze the data. Chi-square tests were used to analyze the data. Ratios were calculated for each item to establish those that were positively or negatively viewed.

Ethical Issues

Permission to conduct the study was granted by the Ministry of Education, Sports and Culture. Verbal consent was obtained from the parents or legal guardians of the students. The participants were asked not to write their names on the questionnaires to ensure confidentiality and anonymity.

RESULTS

The computed Chi-square tests for both school counsellors and students in Table 1 reveal that

there were significant differences in the perception of level of achievement of the benefits by school counsellors and students.

Table 1 shows that academic achievement and secure school environment as benefits were substantially more negatively viewed by both school counsellors and students. The more positive reaction in the school counsellors' responses according to the ratios of the various benefits was the positive attitude benefit. Other highly rated benefits included improved study habits, positive self-image, reduced anxiety and efficient use of time. The more positive reactions in the students' responses of the ratios of the different benefits were positive attitude, career exposure and improved class behaviour. Other positively rated benefits by the students included: improved study habits, efficient use of time, reduced anxiety, job application and self-knowledge.

One of the perceived benefits mentioned by both school counsellors and students was awareness of the HIV/AIDS pandemic through guidance and counselling services.

The Chi-square test for age of students in the Table 2 reveals that there were no significant differences in the rating of the SGC services among different age groups. The Chi-square test for form of student reveals that there were significant differences in the rating of the services among different forms.

The table also reveals that students in the 12 to 14 age range, 15 to 17 age range viewed the SGC services more positively than students from the 18 to 20 age range and over 20 years range. The ratios also indicate that students from forms 4 to 6 viewed the SGC services more negatively than those from forms 2 and 3.

The calculated Chi-square test for age reveals that there were significant differences in rating the service among school counsellors. The calculated Chi-square test for experience as a counsellor reveals that there was no significant difference in the rating of the SGC services among school counsellors with a different duration of counselling experience. The computed Chi-square test for teaching experience indicates that there were significant differences in rating the services among school counsellors.

The ratios in Table 3 show that school counsellors in the 20 to 25 years range substantially rated the SGC services more negatively. The more positive rating in the school counsellors' responses of the ratios was from the 26 to 30

Table 1: School counsellors' and students' perceptions of benefits accrued from their SGC services

Respondents	Benefit	Opinion on level of achievement					Chi-square test (χ^2)
		Always	Often	Occasionally	Seldom	Never	
School Counsellors	Improved study habits	50(1.50)	134(4.02)	91(2.73)	24(0.72)	5(0.15)	$\chi^2=173.71$, df=40 p<0.0001 (sign)
	Efficient use of time	37(1.11)	134(4.02)	95(2.85)	29(0.87)	7(0.21)	
	Academic achievements	59(1.77)	107(3.21)	59(1.77)	64(1.92)	11(0.33)	
	Improved class behaviour	62(1.86)	146(4.38)	70(2.10)	21(0.63)	4(0.12)	
	Positive attitude	79(2.37)	149(4.47)	59(1.77)	9(0.27)	8(0.24)	
	Reduced anxiety	55(1.65)	122(3.66)	90(2.70)	27(0.81)	9(0.27)	
	Positive self image	51(1.53)	147(4.41)	68(2.04)	28(0.84)	6(0.18)	
	Job application skills	78(2.34)	121(3.63)	56(1.68)	34(1.02)	15(0.45)	
	Career exposure	95(2.85)	117(3.51)	48(1.44)	29(0.87)	15(0.45)	
	Self knowledge	61(1.83)	129(3.87)	69(2.07)	38(1.14)	7(0.21)	
	Secure school environment	51(1.53)	114(3.42)	91(2.73)	39(1.17)	9(0.27)	
Students	Total	678(20.35)	1420(42.62)	796(23.89)	342(10.26)	96(2.88)	$\chi^2=277.17$, df=40 p<0.0001 (sign)
	Improved study habits	134(2.07)	216(3.33)	129(1.99)	55(0.85)	60(0.93)	
	Efficient use of time	111(1.71)	224(3.46)	130(2.01)	81(1.25)	42(0.65)	
	Academic achievements	139(2.15)	163(2.52)	120(1.85)	117(1.81)	46(0.71)	
	Improved class behaviour	162(2.50)	202(3.12)	132(2.04)	56(0.86)	43(0.66)	
	Positive attitude	166(2.56)	204(3.15)	136(2.10)	46(0.71)	39(0.60)	
	Reduced anxiety	79(1.22)	233(3.60)	152(2.35)	55(0.85)	65(1.00)	
	Positive self-image	115(1.77)	220(3.40)	137(2.11)	53(0.82)	56(0.86)	
	Job application skills	179(2.76)	176(2.72)	113(1.74)	54(0.83)	72(1.11)	
	Career exposure	193(2.98)	187(2.89)	111(1.71)	41(0.63)	52(0.80)	
	Self knowledge	148(2.28)	198(3.06)	141(2.18)	63(0.97)	41(0.63)	
	Secure school environment	103(1.59)	160(2.47)	129(1.99)	125(1.93)	76(1.17)	
	Total	1529(23.60)	2183(33.69)	1430(22.07)	746(11.51)	592(9.14)	
						6480(100)	

Table 2: Student's age, form and rating of SGC services

Biographical variables	Rating SGC services						Chi –square test (χ^2)	
	Excellent	Good	Fair	Poor	Very poor	Total		
Age								$\chi^2=17.55$, df=12 p=0.13>0.05 (non sign)
12-14 yrs	15(2.74)	20(3.65)	19(3.47)	9(1.64)	9(1.64)	72(13.14)	1.9	
15-17 yrs	44(8.03)	61(11.13)	112(20.44)	29(5.29)	33(6.02)	279(50.91)	1.7	
18-20 yrs	16(2.92)	37(6.75)	78(14.23)	27(4.93)	22(4.01)	180(32.85)	1.1	
Over 20 yrs	3(0.55)	4(0.73)	3(0.55)	4(0.73)	3(0.55)	17(3.10)	1	
Total	78(14.23)	122(22.26)	212(38.69)	69(12.59)	67(12.23)	548(100%)		
Form								$\chi^2=30.74$, df=16 p=.0145<0.05 (sign)
Form 2	20(3.64)	27(4.92)	25(4.55)	12(2.19)	9(1.64)	93(16.94)	2.2	
Form 3	17(3.10)	22(4.01)	38(6.92)	8(1.46)	5(0.91)	90(16.39)	3	
Form 4	21(3.83)	25(4.55)	55(10.02)	14(2.55)	21(3.83)	136(24.77)	1.3	
Form 5	12(2.19)	27(4.92)	42(7.65)	13(2.37)	13(2.37)	107(19.49)	1.5	
Form 6	8(1.46)	21(3.83)	52(9.47)	22(4.01)	20(3.64)	123(22.40)	0.7	
Total	78(14.21)	122(22.22)	212(38.62)	69(12.57)	68(12.39)	549(100%)		

years age range and 31 to 35 age range. Ratios for experience as a counsellor reveal that school counsellors with over 15 years of counselling experience negatively rated the services. School counsellors in the 11 to 15 years counselling experience had the highest regard for the SGC services. School counsellors with over 15 years of teaching experience rated the SGC services low. Table 3 also shows that the more positive rating

in the school counsellors' responses of the ratios was from the counsellors with 6 to 10 years teaching experience.

DISCUSSION

It emerged from this study that school counsellors and students overwhelmingly perceived various benefits flowing from SGC services at

Table 3: School counsellors' biographical variables and rating of the SGC services

Biographical variables	Rating SGC services						Chi -square test (χ^2)
	Excellent	Good	Fair	Poor	Very poor	Total	
Age							
20 -25 yrs	1(0.35)	1(0.35)	7(2.44)	3(1.05)	1(0.35)	13(4.53)	0.5
26 - 30 yrs	7(2.44)	16(5.57)	29(10.10)	4(1.39)	0(0)	56(19.51)	5.8
31 - 35 yrs	2(0.70)	30(10.45)	44(15.33)	5(1.74)	5(1.74)	86(29.97)	3.2
36 - 40 yrs	4(1.39)	20(6.97)	49(17.07)	8(2.79)	2(0.70)	83(28.92)	2.4
Over 40 yrs	1(0.35)	15(5.23)	25(8.71)	8(2.79)	0(0)	49(17.07)	2
Total	15(5.23)	82(28.57)	154(53.66)	28(9.76)	8(2.79)	287(100)	
Counselling Experience							
							$\chi^2=18.62, df=12$ $p=0.0982>0.05$ (non sign)
1 - 5 yrs	11(3.96)	48(17.27)	70(25.18)	14(5.04)	6(2.16)	149(53.60)	3
6 - 10 yrs	2(0.72)	24(8.63)	48(17.27)	14(5.04)	1(0.36)	89(32.01)	1.7
11 - 15 yrs	2(0.72)	5(1.80)	23(8.27)	1(0.36)	0(0)	31(11.15)	7
Over 15 yrs	0(0)	2(0.72)	7(2.52)	0(0)	0(0)	9(3.24)	0
Total	15(5.40)	79(28.42)	148(53.04)	29(10.43)	7(2.52)	278(100)	
Teaching Experience							
							$\chi^2=22.37, df=12$ $p=0.03<0.05$ (sign)
1 - 5 yrs	6(2.08)	15(5.21)	23(7.99)	7(2.43)	1(0.35)	52(18.06)	2.6
6 - 10 yrs	6(2.08)	24(8.33)	39(13.54)	4(1.39)	5(1.74)	78(27.08)	3.3
11 - 15 yrs	2(0.69)	23(7.99)	51(17.71)	6(2.08)	2(0.69)	84(29.17)	3.1
Over 15 yrs	1(0.35)	20(6.94)	41(14.24)	12(4.17)	0(0)	74(25.69)	1.8
Total	15(5.21)	82(28.47)	154(53.47)	29(10.07)	8(2.78)	288(100)	

their schools. Personal and social benefits, scholastic–academic benefits and career and vocational benefits were achieved. This finding confirms earlier Zimbabwean research findings by Badza (2005), Mudhumani (2005), Mukamwi (2005) and Chivonivoni (2006) on personal social benefits, Mudhumani (2005) on scholastic–academic benefits, Badza (2005) on career and vocational benefits. The above studies revealed that SGC services received by students resulted in: a decrease in cases of poor discipline among learners; reduced school dropout rates; imparting students with life skills, attitudes and values that enable them to solve problems and make sound decisions; helping students address the social, psychological and emotional problems they experience and helping students to become aware of their career choices. The above finding is also reflected in international literature dealing with SGC services in South Africa (Euvrard 1996), Malawi (Maluwa-Banda 1998), Uganda (Chireshe 2008), America (Lapan et al. 1997; Carnevale and Desrochers 2003; Lapan and Kosciulek 2003; Lapan et al. 2003; Lonborg and Bowen 2004; Rowley et al. 2005), Scotland (Besley 2002), and Canada (Hartman 1999) where the above benefits are experienced. However, both school counsellors and students did not rate highly academic achievement in comparison to other benefits. It might be difficult to correlate academic achievement to guidance and counselling services received.

The impact of the perceived benefits could probably have been enhanced if: the SGC services were offered by trained school counsellors, resources were available, a mandatory policy was in place and school headmasters (equivalent to school principals) viewed them positively. Chireshe (2006) established that Zimbabwean SGC services were negatively affected by lack of training by school counsellors, lack of material resources and the unavailability of a binding policy. The services were also negatively affected by the negative attitudes of headmasters towards it (Kasayira et al. 2004; Chireshe and Mapfumo 2005; Chivonivoni 2006).

The study also revealed that school counsellors viewed positive attitude substantially more positively in comparison to other benefits. It can be inferred that school counsellors perceived SGC services as being aimed at enhancing the smooth running of school activities. Thus, school activities like learning can only take place maximally if students are well behaved.

It also emerged from the study that knowledge about HIV/AIDS was one of the perceived benefits of SGC services. This implies that the school counsellors were providing HIV/AIDS information during guidance and counselling sessions. Hopefully the students adopted the right attitudes and practices in the face of HIV/AIDS as a result of the information they received through guidance and counselling.

The study reveals that the SGC services were overall rated fairly. The study revealed that gender and, form of the student, and type of school which the student attends significantly influenced the student's rating of the SGC services. The study also revealed that gender, age and teaching experience of the school counsellor, and type of school where the school counsellor is working significantly influenced the rating of the SGC services. Female students and female school counsellors viewed the services more positively than the male respondents. School counsellors from rural boarding schools, school counsellors in the 26 to 30 and 31 to 35 age ranges, those with 1 to 5 years of counselling experience and those in the 1 to 5, 6 to 10 and 11 to 15 years of teaching experience viewed the services substantially more positively than those from other categories. Students from rural boarding secondary schools also viewed SGC services positively than those from other schools. Students from forms 4 to 6 viewed the services more negatively than students from other forms. The finding on rural boarding secondary schools having their SGC services viewed more positively could be linked to Mapfumo's (1999) observation that such schools are better resourced and have functional SGC services.

More female students and school counsellors could have rated the SGC services more favourably because of the current gender awareness orientation of the SGC services. More female students than male students could also have rated the services more positively probably because female students are perceived as more socially competent or better adjusted to school than males (Mpofu et al. 2004). These characteristics may have influenced them to be more positive in their perception of the SGC services. The SGC services offered in secondary schools may have put more emphasis on social adjustment, hence their acceptability by female students. More male students than female students could have rated the SGC services negatively because they are nor-

mally socialised to be strong and cope with their own problems hence they often do not approach school counsellors (Van Der Riet and Knoetze 2004). As such, it would be unlikely for male students to rate highly the services which they do not frequently consume. School counsellors and students from rural boarding secondary schools could have viewed the SGC services substantially more positively because the services in these schools are taken seriously. Most of the rural boarding secondary schools in Zimbabwe are church-related and inculcating morality is one of their key concerns, hence the seriousness in implementing the SGC services in these schools. Students from forms 4 and 6 could have viewed the services negatively because of the focus on examinable subjects given to those forms. At such levels, school counsellors who are normally full-time subject teachers may not have time to focus on SGC services but examinable subjects.

CONCLUSION

The present study revealed that Zimbabwean school counsellors and students believed that the services resulted in personal-social, career and vocational benefits. Overall, both school counsellors and students rated the Zimbabwean SGC services fairly. However, both school counsellors and students did not perceive the benefit in academic achievement highly.

RECOMMENDATIONS

Based on the perceived benefits of the SGC services established in this study, it is recommended that a mandatory policy be put in place for all schools to offer the services. Further research in this area is needed on a larger scale in the country. The study should include how school counsellors and students would need the services to be further improved. The views of school administrators should also be considered in future studies.

REFERENCES

- Badza M 2005. *Pupils and Teachers' Perceptions of the Effectiveness of Guidance and Counselling in Mwenzi East District Secondary Schools*. BSc Psychology Dissertation, Unpublished. Harare: Zimbabwe Open University.
- Besley AC 2002. Into the 21st Century: The McCrone and McConnell Reports- Opening the possibility for introducing full-time school counsellors into Scottish schools. *Scottish Educational Review*, 34 (1): 61-75.
- Carnevale AP, Desrochers DM 2003. Preparing students for the knowledge economy: What school counsellors need to know. *Professional School Counselling*, 6 (4): 228-236.
- Chireshe R 2008. *Guidance and Counselling Needs Assessment in Northern Uganda*. Research Report for United Movement to End Child Soldiering (UMECS) (April -May).
- Chireshe Regis 2006. *An Assessment of the Effectiveness of School Guidance and Counselling Services in Zimbabwean Secondary Schools*. DEd Thesis, Unpublished. Pretoria: UNISA.
- Chireshe R, Mapfumo J 2005. School counsellors' perceptions of headmasters' attitudes towards guidance and counselling in Zimbabwe secondary schools. *Zimbabwe Journal of Educational Research*, 17(2): 19-29.
- Chivonivoni T 2006. *The State of School Counselling in Chiredzi North Secondary Schools*. BSc Counselling Dissertation, Unpublished. Harare: Zimbabwe Open University.
- Cohen L, Manion L, Morrison K 2001. *Research Methods in Education*. New York: RoutledgeFalmer.
- David M, Sutton CD 2004. *Social Research: The Basics*. London: Sage Publications.
- Egbochuku EO 2008. Assessment of the quality of guidance and counselling services to students' adjustment in secondary schools in Edo State of Nigeria. *Research Journal of International Studies*, 8: 42-50.
- Euvrard G 1996. Career needs of Eastern Cape pupils in South Africa. *British Journal of Guidance and Counselling*, 24(1): 113-128.
- Eyo MB, Joshua AM, ESUONG AE 2010. Attitude of secondary school students towards guidance and counselling services in Cross River State. *Edo Journal of Counselling*, 3(1): 87-99.
- Gora R, Sawatzky D, Hague W 1992. School counsellors' perceptions of their effectiveness. *Canadian Journal of Counselling*, 26(1): 5-14.
- Gysbers NC, Henderson P 2001. Comprehensive guidance and counselling programmes: A rich history and a bright future. *Professional School Counselling*, 4(4): 246-256.
- Hartman JB(Ed) 1999. *Secondary School Counselling Manual*. Canada: University of Manitoba.
- Idowu AI 1990. Guidance and Counselling in the National Policy on Education: A revisit. *Ilorin Journal of Education*, Vol 10. From <<http://www.unilorin.edu.ng/journals.education>> (Retrieved February 28, 2011).
- Kasayira J, Chireshe R, Chipandamira K 2004. *Educational Behaviour*. Module HPS 403. For Honors Psychology Degree. Harare: Zimbabwe Open University.
- Lapan RT 2001. Results-based comprehensive and counselling programmes: A framework for planning and evaluation. *Professional School Counselling*, 4 (4): 289-299.
- Lapan RT, Gysbers NC, Petroski GF 2003. Helping seventh graders be safe and successful: A statewide study of the impact of comprehensive guidance and counselling programmes. *Professional School Counselling*, 6(3): 186-197.
- Lapan RT, Gysbers NC, Sun Y 1997. The impact of more fully implemented guidance programmes on the

- school experiences of high school students: A statewide evaluation study. *Journal of Counselling and Development*, 75: 292-302.
- Lapan RT, Kosciulek JF 2003. Towards a community career system programme evaluation framework. *Professional School Counselling*, 6(5): 316-331.
- Lonborg SD, Bowen N 2004. Counsellors, communities and spirituality: Ethical and multicultural considerations. *Professional School Counselling*, 7(5): 318-325.
- Lunenburg FC 2010. School guidance and counselling services. *Schooling*, 1 (1): 1-9. From<<http://www.nationalforum.com/.../Lunenburg>> (Retrieved April 17, 2011).
- Maluwa-Banda DW 1998. School counsellors' perception of a guidance and counselling programme in Malawi's secondary schools. *British Journal of Guidance and Counselling*, 26(2): 287-295.
- Mapfumo JS 2001. *Guidance and Counselling in Education*. Module PGDE 012. Harare: Zimbabwe Open University.
- Mapfumo JS 1999. *Introducing Guidance and Counselling in Secondary schools*. Unpublished paper. Harare.
- Maturure Dan 2004. *Problems faced by school counsellors in implementing guidance and counselling programmes in Masvingo district*. BSc Counselling Dissertation, Unpublished. Harare: Zimbabwe Open University.
- McMillan JH, Schumacher S 2006. *Research in Education: A Conceptual Introduction*. New York: Harper Collins College Publisher.
- Mpofu E, Thomas KR, Chan F 2004. Social competence in Zimbabwean multicultural schools: Effects of ethnic and gender differences. *International Journal of Psychology*, 39: 169-178.
- Mudhumani William 2005. *Secondary School Teachers' Perceptions of the Effectiveness of Guidance and Counselling*. BSc Counselling Dissertation, Unpublished. Harare: Zimbabwe Open University.
- Mukamwi M 2005. *Factors that Affect School Leavers in Choosing Careers*. BSc Counselling Dissertation, Unpublished. Harare: Zimbabwe Open University.
- Navin SL 1989 Guidance and counselling programme developments in Botswana. *International Journal for the Advancement of Counselling*, 12(3): 191-201.
- Ndanga HJ 1994 *Guidance and Counselling Circular*. Ministry of Education, Sport and Culture, Masvingo, Zimbabwe. Unpublished paper.
- Nziramasanga CT 1999. *Report of the Presidential Commission of Inquiry into the Education and Training*. Harare: Government Printers.
- Okey JL, Snyder Jr LM, Hackett G 1993. The broadening horizons project: Development of a vocational guidance programme for eighth-grade students. *The School Counsellor*, 40(3): 219-222.
- Oniye AO, Alawaye AS 2008. Female Students' Perceived Causes and Solutions to Examination Malpractice in ASA Local Government: Implications for Counselling. *Sokoto Educational Review*, 10 (2):1-16. From<www.oniyerazaq.com/publications.htm> (Retrieved April 10, 2011).
- Otwell PS, Mullis F 1997 Academic achievement and counsellor accountability. *Elementary School Guidance and Counselling*, 31(4): 343-348.
- Paisley PO 2001. Maintaining and enhancing the developmental focus in school counselling programmes. *Professional School Counselling*, 4(4): 271-277.
- Rowley WJ, Stroh HR, Sink CA 2005. Comprehensive guidance and counselling programmes' use of guidance curricula materials: A survey of national trends. *Professional School Counselling*, 8(4): 296-305.
- Rutondoki EN 2000. *Guidance and Counselling*. Makerere University. Institute of Adult and Continuing Education.
- Taylor HIF 1971 *School Counselling*. London: Macmillan.
- Tladi LS 2006. Poverty and HIV/AIDS in South Africa. An empirical contribution. *Journal of Social Aspects of HIV/AIDS*, 3(1): 369-381.
- UNESCO 1998. *Counselling*. Module 2. Regional Training Seminar on Guidance and Counselling . Zambia.
- UNESCO 2002. *Terms of Reference: The First International Conference on Guidance, Counselling and Youth Development in Africa*, 22 - 26 April 2002. Nairobi, Kenya.
- UNESCO 2009. *Gender Issues in Counselling and Guidance in Post- Primary Education*. Advocacy Brief. Bangkok, Thailand: UNESCO Asia and Pacific Regional Bureau of Education.
- Urombo R 1999. The effectiveness of special classes on the performance of slow learners in mathematics in primary schools in Masvingo region, Zimbabwe. *Zimbabwe Journal of Educational Research*, 11(2): 114 - 135.
- Van der Riet M, Knoetze J 2004. Help seeking patterns in urban and rural youth in two South African provinces: A socio-contextual view. *School Psychology International*, 25(2): 223-240.
- Yuk Yee PL, Brennan M 2004. In search of a guidance curriculum for Hong Kong schools. *Journal of Educational Enquiry*, 5(1): 55-84.